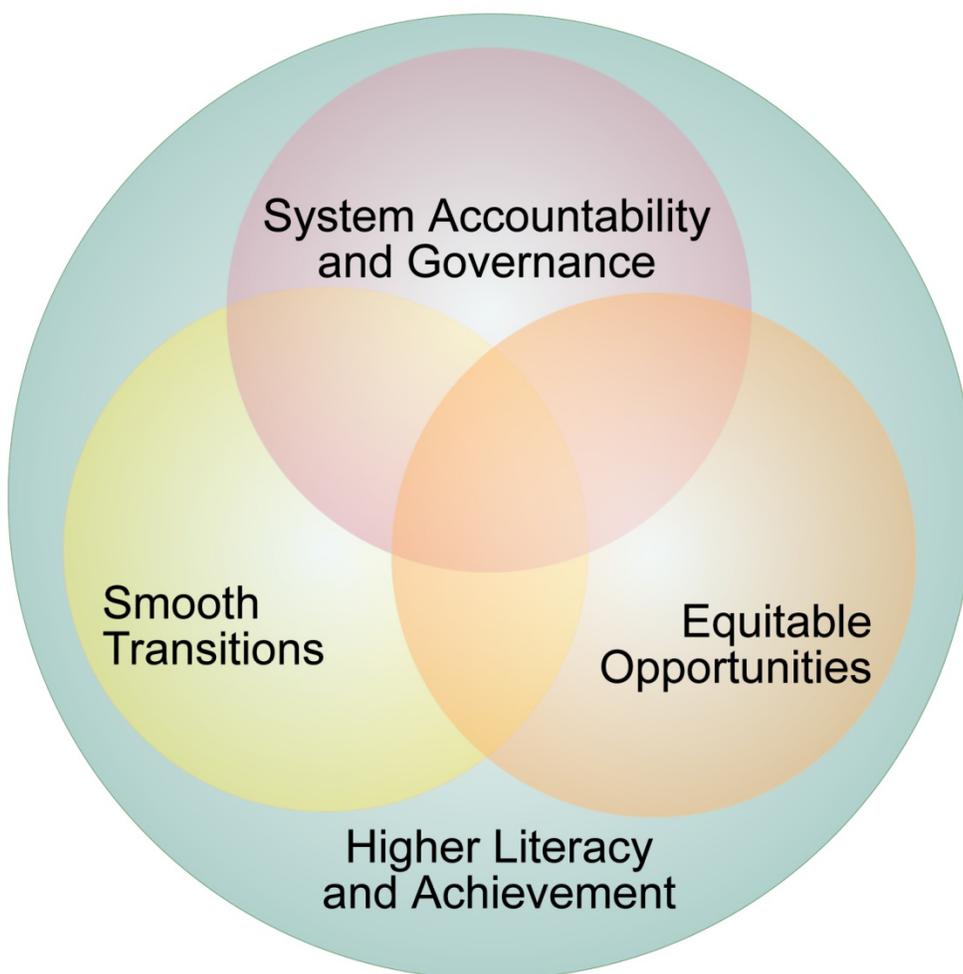# Prairie Valley School Division

Saskatchewan Ministry of Education

Continuous Improvement and Accountability Framework

Accountability Conference

2012-2013 School Year

Prairie Valley School Division

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Prairie Valley School Division

Accountability Conference
Reporting Template

Results of 2011-2012 CIAF Plan – Reading and Writing	A

In point form report the results of last year's plan to improve reading and writing, including what was learned. Reference specific SMART goals and outcomes.

Outcome: Students are reading at developmentally appropriate levels

Performance Measures	Baseline June, 2011	Target 2011-2012	Actual June, 2012	Improvement Over Last Year?
Reading				
Grade 1	73%	90%	76%	⇧
Grade 2	73%	90%	81%	⇧
Grade 3	66%	90%	70%	⇧
Grade 4	58%	90%	68%	⇧
Grade 5	54%	90%	69%	⇧
Grade 6	50%	90%	64%	⇧
Grade 7	36%	90%	66%	⇧
Grade 8	48%	90%	69%	⇧
Data Source: Fountas & Pinnell Benchmark Assessment System				

- In 2010-2011, Prairie Valley School Division introduced the Fountas and Pinnell Benchmark Assessment System in Grades 1 – 8. Teachers use this formative assessment tool a minimum of twice a year to determine students' instructional reading levels for the purpose of informing instruction and documenting reading progress. Results are also used to inform the development and achievement of goals in each school-based Learning Improvement Plan.
- The 2011-2012 results represent 4,563 students in Grades 1 – 8. In 2011-2012, the second year of implementation, assessment results for all grade levels improved from the baseline established in 2010-2011. Improvement is still needed to achieve the target of 90% for all grade levels but the year over year progress is promising.

What was learned?

- Data analysis informs where additional supports are needed. Additional supports may include: direct service delivery support from the ELA consultant or itinerant literacy teachers, assistance with developing a leveled resource collection, implementation of a particular strategy, or planning to meet the needs of individual students.
- Implementing a standard reading assessment from Grades 1 – 8, aligned with the Saskatchewan curriculum, provides flexibility when examining the data. For example data can be examined by:
    o cohort groupings at Division level or school level; or
    o current year school, classroom, or individual student levels.
- Release time is needed for teachers to learn how to use the assessment and, for some teachers, to administer the assessment in the classroom.
- Specialized expertise of literacy teachers and an ELA consultant is necessary to provide support to teachers who have vast diversity in their classrooms and are challenged with meeting the individualized needs of students on a daily basis. Providing the support in a timely manner is

challenging because of the vast distances to travel to schools within Prairie Valley School Division.

- Fountas & Pinnell data is used to analyze the achievement results of students that attend the Summer Literacy Camps. The chart below indicates students either increase or maintain their Fountas & Pinnell reading level over the summer months. It is not conclusive that the summer literacy camps impact student achievement but students that attend demonstrate the results below.

	⇧	⇔	⇩
2011	53%	28%	20%
2012	42%	34%	24%

- The implementation of Fountas & Pinnell is a full two year process. First, teachers learned how to administer the assessment and second, teachers are now in the process of learning how to use the results to meet the needs of individual students. Meeting the needs of individual students may include differentiated instruction, intervention supports, or instructional level resources. This continues to be a focus for the school year.
- Including the term "developmentally appropriate" in the outcome was intended to acknowledge that for some students, developmentally appropriate levels may be the grade level outcomes as outlined by the Ministry of Education; others may be developing at different rates and as a result, the developmentally appropriate levels for those individual students may differ greatly from the grade-specific outcomes. At the Division level, the actual results for students meeting expectations or higher compared to students meeting developmentally appropriate levels was not significantly different.
- A provincial standardized text gradient for the province for the Ministry implementation of Diagnostic Levelled Reading Assessments (Grades 1 - 3) will ensure levelled reading results are accurately interpreted provincially.

Outcome: Students are writing in response to literature at developmentally appropriate levels

Performance Measures	Baseline October, 2011	Target 2011-2012	Actual June, 2012	Improvement Over Last Year?
Response to Literacy				
Grade 6	63%	85%	64%	⇧
Grade 7	75%	85%	62%	⇩
Grade 8	72%	85%	75%	⇧
Grade 9	59%	85%	63%	⇧
Grade 10	61%	85%	61%	⇔
Data Source: Reading Assessment District/Ontario Comprehension Assessment (RAD/OCA)				

- In 2011-2012, Prairie Valley School Division introduced the RAD/OCA in Grades 6 – 10. Teachers use this formative pre and post assessment tool to identify the ability of students to respond to literature using five key comprehension strategies. Results are also used to inform the development and achievement of goals in each school-based Learning Improvement Plan. The 2011-2012 results represent 2,813 students in Grades 6 - 10.
- The June, 2012 RAD/OCA Assessment results established a baseline for the Division as it was the first year of implementation. The pre assessment was administered in October, 2011 and compared to the June, 2012 post assessment results. The post assessment results for Grades 6, 8, and 9 improved from the pre assessment results. The Grade 10 results remained the same. The Grade 7 results decreased by 7%. 2011-2012 was the first year of implementation for the assessment tool and teachers will become more comfortable administering and scoring the assessments with time.

What was learned?

- Data analysis informs where additional supports are needed. Additional supports may include: direct service delivery support from the ELA consultant or itinerant literacy teacher, implementation of a particular strategy, or planning to meet the needs of individual students.
- The implementation of RAD/OCA is a two year process. First, teachers learned how to administer the assessment and second, teachers are now in the process of learning how to use the results to meet the needs of individual students. Meeting the needs of individual students may include differentiated instruction or intervention supports. This continues to be a focus for the school year.
- Collaboratively scoring the RAD assessments is an excellent professional learning opportunity for teachers to share instructional strategies and discuss data results.

	Baseline Data 2009-2010	Target 2011-2012	Actual 2011-2012	Improvement Over Last Time?
Quality of Writing Product				
Grade 5	75% (Provincial Average = 65%)	85%	71% (Provincial Average = 65%)	⇩
Grade 8	73% (Provincial Average = 70%)	85%	76% (Provincial Average = 65%)	⇧
Demonstration of Writing Process				
Grade 5	75% (Provincial Average = 66%)	85%	80% (Provincial Average = 73%)	⇧
Grade 8	83% (Provincial Average = 81%)	85%	88% (Provincial Average = 85%)	⇧
Data Source: Ministry of Education Assessment for Learning in Writing – percentage of students achieving adequate or better				

- In 2012, Prairie Valley School Division results exceeded the provincial results in both Grade 5 and Grade 8 in Quality of Writing Product and Demonstration of the Writing Process. Comparing to 2009-2010, the last time the Writing AFL was administered, the Prairie Valley School Division results increased in three of four areas. Quality of Writing Product decreased at the Grade 5 level from 75% achieving adequate or better in 2010 to 71% in 2012.

What was learned?

- The AFL Writing Assessment provided an opportunity for school divisions to understand how students are performing on a provincial basis.
- The AFL assessment process was ineffective practice because it did not:
  - o inform school-based Learning Improvement Plans;
  - o inform instruction in a formative manner; nor
  - o address the instructional needs of individual students.
- The importance of receiving data in a timely manner is needed in order to use the assessment data in a formative manner that will benefit individual students. The AFL assessment results were not received in a timely manner and the results were dated.

2012-2014 CIAF Plan – Reading and Writing	B

Summarize the SMART goals and strategies planned to increase achievement in reading and writing. Indicate the connection to last year's report. What data will you use?

- Both the Prairie Valley School Division strategic plan and annual report provide a process of continuous improvement to increase achievement in reading and writing. The strategic plan identifies the targets we hope to achieve and identifies the strategies we plan to implement. The annual report highlights our progress towards reaching our targets, celebrates our successes, and identifies our plans for continuous improvement for the next school year.
- In 2012-2013 and 2013-2014, Fountas & Pinnell will continue to be administered at Grades 1 – 8 and RAD/OCA will continue to be administered at Grades 6 – 10. Our targets are purposefully set high (Fountas & Pinnell - 90% and RAD/OCR - 85%) in order to continuously strive to improve student achievement.
- There is a sense of urgency for the Ministry to replace the AFL assessment system with a new and improved provincial assessment system that is formative in nature and timely in returning student level results to school divisions. Prairie Valley School Division recommends Fountas & Pinnell and RAD be implemented on a provincial basis.
- Strategies identified in the *2012-2013 Strategic Plan* to increase achievement in reading and writing include:
  - Review school-based Learning Improvement Plans to ensure alignment with assessment data
  - Use school specific achievement data to determine where supports are required
  - Identify students who are at risk and provide support at the school level
  - Promote inter-professional collaboration among all portfolios to support students and teachers
  - Provide targeted professional development to improve reading assessment and instructional practices - The ELA consultant and itinerant literacy teachers have provided professional development related to reading and instructional practices at Institute Days, Collaborative Planning Days, staff meetings and through in-class modelling. The topics of the professional development have typically been identified through analysis of data and recognizing gaps in knowledge and understanding. Some of the topics explored across the Division have included: differentiated instruction, Fountas & Pinnell training, using data to inform instruction, small group instruction and guided reading, the Gradual Release of Responsibility model, Daily 5, CAFÉ, and targeted interventions.
  - Provide instructional and assistive technology to enhance and support access to the curriculum for all students - Currently teachers have access to 3 online reading resources that align with the Fountas & Pinnell levelled texts.
    - Reading A-Z (Grades K-6) - has approximately 1,000 leveled resources spanning 27 levels of difficulty. Many teachers in PVSD access these leveled resources to support a wide range of readers in their classrooms and support small-group instruction or guided reading. There is a mix of fiction and non-fiction texts, so teachers can use these resources across a variety of curricular areas. Further, the books can be printed so teachers can send them home with students for home reading programs without major concern of loss.
    - RAZ-Kids (Grades K-6) – is an online reading program where teachers can match students to appropriate texts. Students can listen to texts, record themselves reading, and then respond to questions related to the reading. Teachers can listen to students' recordings to assess accuracy and can also identify areas of strengths and weaknesses from their responses to the questions that are aligned to comprehension strategies. Students can also access this program from home.
    - BookFlix (Grades K-3) - is an online literacy resource that pairs classic fictional video

storybooks with related non-fiction eBooks. Teachers can use this resource as part of their modelled or shared reading within the gradual release of responsibility model of instruction, but students also access for independent reading. With remote access, children can also use the program at home or anywhere else there is an Internet connection.

- o Ensure assessments and instructional practices are culturally relevant and responsive
- o Review Prairie Valley curriculum renewal survey results to determine supports for curriculum, instruction, assessment, professional development, and resources as related to the renewed English Language Arts curriculum – The results of the survey indicated that the majority of teachers were comfortable with the renewed English Language Arts curriculum and felt they had the necessary curriculum resources for their classes.
- o Create a short reference sheet that summarizes the instructional cycle (curriculum outcomes, assessment, instruction) and emphasizes the integral role of assessment and differentiation
- o Audit timetables to ensure the balance of time required for English Language Arts is consistent with Ministry requirements
- o Promote a variety of activities to support literacy within schools – This year, teacher librarians and school staffs have planned nearly one hundred literacy activities and they include:
    - author visits;
    - Willow Awards promotion;
    - book clubs;
    - book fairs;
    - Heritage fairs;
    - reading incentive contests;
    - Battle of the Books - a new literacy event made possible with a grant from EVRAZ, was introduced in April, 2013 to 35 schools;
    - DEAR Challenge - Prairie Valley Board of Education hosted their 6th annual Board Drop Everything and Read Challenge. This year students were asked to reflect on and share all the reasons they love reading;
    - *Creating in the Qu'Appelle* - a yearly writing retreat, funded by an ArtsSmarts grant from the Saskatchewan Arts Board, is designed to help high school students hone their writing skills.
- o Provide parents with strategies and information to support literacy at home
- o Celebrate student progress and achievement – "Every Little Bit Counts" – Student progress and achievement is celebrated at school assemblies, in school and Division newsletters, student award events, and revised administrative procedure on student awards.

Identify the percentage of your Grade 1-3 students who are struggling with reading. Identify specific strategies and interventions you have put in place to support these students.

2011-2012	Total Number of Students Assessed	At or Above Level	1 or More Levels Below	2 or More Levels Below	3 or More Levels Below
Grade 1	519	76%	24%	18%	13%
Grade 2	508	81%	19%	15%	10%
Grade 3	593	70%	30%	21%	15%
Data Source: Fountas & Pinnell					

See next page for text gradient levels.

Text Gradient Chart			
Level	PVSD – Grade 1	PVSD – Grade 2	PVSD – Grade 3
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			
L			
M			
N			
O			
P			
Q-Z			

Working Towards Meeting Expectations	
Meeting Expectations	
Exceeding Expectations	

- System assessment data is used to identify students that are not at the expected reading level. Data is disaggregated into school level, classroom level, and individual student level to provide an understanding of where targeted supports are needed.
- Itinerant literacy teachers and the ELA consultant provide direct support in the classroom for both teachers and students. During the consultation process, data is reviewed and supports are identified and implemented. Examples of supports that may be implemented are:
  - Unit planning and lesson planning using the backward design process aligned to outcomes;
  - Modeling of instructional strategies;
  - Instructional adjustments such as implementing the Daily 5, CAFÉ, or guided reading;
  - Developing an instructional level classroom library; or
  - Implementing Project CRISS strategies (CReating Independence Through Student-Owned Strategies) - Project CRISS training was provided throughout the year to Grades 6 – 12 teachers. In total, 376 or 81% of Grades 6 – 12 teachers have received Level One training. Project CRISS (CReating Independence through Student-owned Strategies) is an educational initiative designed to help students of all abilities learn content information across the curriculum and throughout the grade levels. In 2011-2012, 47 teachers received Level One training.
- Speech and language pathologists provide language support to students.
- In 2012-2013, a literacy teacher was hired to provide direct support to Grade 1 students at two targeted schools. Funds from the First Nations Education Achievement Fund were used to hire the teacher.

- In 2012-2013, a differentiation adjustment to staffing provided additional support for grades K to 8 to support classroom teachers in meeting the diverse needs of students. The funding was needs driven rather than formula driven and will be reexamined and reallocated each year. A variety of options for using the adjustment were possible, including additional teacher time to support programming, differentiated instruction, team teaching, and intervention support.

Results of 2011-2012 CIAF Plan - Mathematics	C

In point form report the results of last year's plan to improve achievement in mathematics, including what was learned. Reference specific SMART goals and outcomes.

Outcome: Students are achieving developmentally appropriate outcomes in mathematics

Performance Measures	Baseline 2010-2011	Target 2011-2012	Actual 2011-2012	Improvement Over Last Year?
Mathematics Assessment				
Grade 3	89%	90%	88%	⇩
Grade 4	78%	90%	95%	⇧
Grade 5	68%	90%	81%	⇧
Grade 6	53%	90%	72%	⇧
Grade 7	58%	90%	76%	⇧
Grade 8	54%	90%	80%	⇧
Grade 9	48%	90%	77%	⇧
Data Source: Numbers Strand (PVSD Assessment)				

- The 2011-2012 results from the PVSD Mathematics Number Post Assessments are positive overall with improvements in Grades 4, 5, 6, 7, 8, and 9. Grade 3 results indicate a slight decrease. Assessment tools are reviewed each year to ensure questions are accurately measuring the intended outcomes. No oddities were noted at the Grade 3 level to explain the 1% decrease. Grade 4 students exceed the targets; all other grade levels are progressing to the targets.

What was learned?

- A targeted and strategic approach that is focused on providing supports and resources where they are most needed is effective and efficient. An itinerant math consultant is necessary but providing the support in a timely manner is challenging because of the vast distances to travel to schools within Prairie Valley School Division.
- Mathletics, an online math program, has been identified as an effective tool and in 2012-2013, will be implemented in all schools.
- The implementation of pre/post Number Assessment has been a two year process. First, the assessments had to be developed and piloted. Second, teachers were introduced to the assessment and third, teachers are now in the process of learning how to use the results to provide targeted instructional strategies.
- The South Saskatchewan Mathematics Assessments (developed by 12 school divisions) also provide formative assessments that enable teachers to further target specific outcomes in the number strand and develop a deeper understanding of individual student learning. School divisions funded this project.
- A provincial mathematics assessment developed by the Ministry is required to ensure consistency across the province to measure all four strands in mathematics.

- The Prairie Valley School Division assessment measures student achievement for the number strand but to implement more assessments to collect data on all four of the strands would require more human resources to organize and process the data.
- We have developed our own system assessments to ensure continuity of assessment results and data that can be disaggregated to school, classroom, and student levels but we question do we continue to develop our own assessments?

	Baseline Data 2010-2011	Provincial Average 2010-2011	Above/Below Provincial Averages
AFL Mathematics			
Grade 5			
• Numbers	67%	66%	⇧
• Space and Shape	76%	57%	⇧
• Patterns and Relations	89%	80%	⇧
• Statistics and Probability	83%	63%	⇧
Grade 8			
• Numbers	67%	68%	⇩
• Space and Shape	61%	67%	⇩
• Patterns and Relations	70%	72%	⇩
• Statistics and Probability	70%	67%	⇧
Data Source: Ministry of Education Assessment for Learning in Mathematics			

- The AFL Mathematics assessment results indicate that Prairie Valley School Division Grade 5 students are above the provincial average in all four strands. The Grade 8 students are above provincial average in the statistics and probability strand but slightly below the provincial average in the other three strands.

What was learned?

- The AFL Mathematics Assessment provided an opportunity for school divisions to understand how students are performing on a provincial basis.
- The AFL assessment process was ineffective practice because it did not:
    o inform school-based Learning Improvement Plans;
    o inform instruction in a formative manner; nor
    o address the instructional needs of individual students.
- The importance of receiving data in a timely manner is needed in order to use the assessment data in a formative manner that will benefit individual students. The AFL assessment results were not received in a timely manner and the results were dated.

2012-2014 CIAF Plan - Mathematics	D

Summarize the SMART goals and strategies planned to increase achievement in mathematics. Indicate the connection to last year's report. What data will you use?

- Both the Prairie Valley School Division strategic plan and annual report provide a process of continuous improvement to increase achievement in mathematics. The strategic plan identifies the targets we hope to achieve and identifies the strategies we plan to implement. The annual report highlights our progress towards reaching our targets, celebrates our successes, and identifies our plans for continuous improvement for the next school year.

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- In 2012-2013 and 2013-2014, the Prairie Valley School Division Pre/Post Number Strand Assessment will continue to be administered at Grades 3 – 9. Our targets are purposefully set high (90%) in order to continuously strive to improve student achievement. Data results will be reviewed in June to determine if the target is appropriate or needs to be adjusted as Grade 4 is exceeding this target (95%) and other grades are close to the target.
- Strategies identified in the 2012-2013 Strategic Plan to increase achievement in mathematics include:
    - Review school-based Learning Improvement Plans to ensure alignment with assessment data
    - Use school specific achievement data to determine where supports are required
    - Identify students who are at risk and provide support at the school level – Students at risk can be identified using the four documents created in analysis of results from the Prairie Valley Number Assessment (Comparative Grade Score, Class Frequency Distribution List, Condensed Item Analysis Report, and Student Grade Report). Once students are identified, a variety of strategies may be utilized to address gaps such as: guided math, small group instruction, or an intervention program called "Do the Math."
    - Promote inter-professional collaboration among all portfolios to support students and teachers – Collaborative team meetings for various students involve classroom teachers, student support teachers, administrators, and members of the Curriculum and Learning team and Student Services central office teams.
    - Provide targeted professional development to improve mathematics assessment and instructional practices - A number of professional development opportunities have been offered including:
        - senior math PLC meetings;
        - senior math leadership team meetings;
        - guided math workshops at Institute and Collaborative Planning days;
        - direct service delivery at the school level designed to meet individual school needs;
        - Power of Ten workshops for grades K-6, planned in collaboration with Prairie Valley School Division, Regina Public Schools, Regina Catholic Schools, and the Ministry of Education; and
        - Ministry math PLC meetings.
    - Provide instructional and assistive technology to enhance and support access to the curriculum for all students – A variety of supports are in place and include:
        - SMART training plan with a focus on providing in-school support for teachers to enhance instruction and student engagement with the use of SMART Notebook software;
        - Math textbooks such as *Math Makes Sense* (Grades 3 to 9) and Foundations and Pre-calculus 10 textbooks have been digitized for use with WYNN (a text to speech software program); and
        - software purchases specific to math such as Geometer's Sketchpad, TI Smart View Graphing Calculator Emulator, Mathletics, and SMART notebook math tools.
    - Ensure assessments and instructional practices are culturally relevant and responsive – The Prairie Valley Grades 3 to 9 number strand assessment in mathematics include questions that were created using resources from the Office of the Treaty Commissioner (OTC) kits.
    - Review Prairie Valley curriculum renewal survey results to determine supports for curriculum, instruction, assessment, professional development, and resources as related to the renewed Mathematics curriculum - The results of the survey indicated that the majority of teachers were comfortable with the renewed mathematics curriculum and felt they had the necessary curriculum resources for their classes.
    - Create a short reference sheet that summarizes the instructional cycle (curriculum outcomes, assessment, instruction) and emphasizes the integral role of assessment and differentiation
    - Audit timetables to ensure the balance of time required for Mathematics is consistent with Ministry requirements
    - Promote a variety of activities to support mathematics within schools - Four schools have

hosted parent nights to celebrate mathematics and one school held a "Teaching Math with Antlers" workshop.
- o Implement and develop pre/post assessments for Grades 3 – 9 in all mathematics strands
- o Implement pre/post assessments for Foundations of Mathematics and PreCalculus 10
- o Develop pre/post assessments for Foundations 20
- o Provide parents with strategies and information to support mathematics at home
- o Review and enhance Advanced Placement program offerings – The possibility of introducing Calculus AP was explored but not implemented due to low student interest.
- o Celebrate student progress and achievement – "Every Little Bit Counts" – Student progress and achievement is celebrated at school assemblies, in school and Division newsletters, student award events, and subject awards at the Grades 10 – 12 levels.

Results of 2011-2012 CIAF Plan – Student Support Services	E

In point form report the results of last year's plan, and what was learned. Reference specific SMART goals and outcomes.

In 2011-2012, three areas of focus were identified for Student Services: (1) streamlining the Referral Process to ensure that students and teachers receive the specialized supports they need in a timely manner; (2) ensuring that Personal Program Plans effectively respond to individual student needs; (3) continuing to implement Positive Behaviour Interventions and Supports (PBIS) to strengthen the capacity of teachers and administrators to respond to student behavior issues.

Referral Process:
Approximately 800 referrals for assessment and consultation are received by Student Services each school year which strain the capacity of specialized staff (Psychologists, Speech and Language Consultants, Occupational Therapists and Social Workers), creating backlogs and service delays. Prior to the 2011-2012 school year, referrals were submitted to Student Services by school-based staff and processed centrally by an interdisciplinary team. In the fall of 2011, Student Services moved to a site-based process that included the engagement of school-based teams and Division-based personnel in a problem-solving process to address issues at the school level before requesting a referral for assessment or consultation.

> **S.M.A.R.T. Goal:**
> By June 2012, the revised site-based referral process will be implemented in all Prairie Valley Schools.
>
> - Although a set of pre-referral school division procedures was established, the inconsistent use and documentation of school-based pre-referral processes was evident across the Division. Some students continued to be referred prior to school-based assessment and implementation of universal strategies.

What was learned?
- Feedback from student services teachers, administrators and members of the division-based Student Services team indicated that although the process was valued, the site-based process was more effective in some schools than others. The suggestions for improvement are being considered in ongoing process revisions for the 2012-2013 school year.
- In order to continue development and improvement in this area, the referral process was continued as an area of focus in 2012-2013.

Personal Program Plans
In the 2010-2011, the Division's annual Personal Program Plan review indicated that 75% of the student outcomes were consistent with the areas of impact that were identified as having the highest priority for the student. Our objective is to improve on this result, to ensure that PPPs reflect student needs.

S.M.A.R.T. Goal:
In 2011-2012, at least 85% of Personal Program Plans will indicate student outcomes that are consistent with the areas of impact that have the highest priority for the student during the course of the school year.

- In 2011-2012, 83% of all Personal Program Plans indicated student outcomes that were consistent with the areas of impact. Although just under the target of 85%, there was a definite improvement from the previous year.

What did we learn?
- Teachers require additional support and professional development to develop outcomes for students using SMART goal format that are meaningful and measureable.

Response to Intervention - Positive Behaviour Interventions and Supports (PBIS)
Positive Behavior Interventions and Supports (PBIS) is a prevention-orientated approach to establishing the behavioral supports and social culture necessary for all students in a school to achieve social, emotional and academic success. This evidence-based, multi-tiered framework was implemented starting in the 2007-2008 school year in response to increasing numbers of student suspensions and referrals and requests to Student Services for behavioural interventions, strategies to address behavioural issues, and additional supports.

S.M.A.R.T. Goal:
By June 2012, all schools will have implemented PBIS as a prevention-oriented approach to student discipline.

- In 2011-2012, 37/38* schools implemented PBIS
  *One Hutterian school has not implemented PBIS
  o 22 schools completed all Level One components (many have completed indicators at Level Two and Three)
  o 6 schools completed all Level Two components
  o 7 schools completed all Level Three components
  o 2 schools completed all Level Four components

- Decrease in number of student suspensions in 2011-2012:

Number of Days	2010-2011	2011-2012
1 to 3 days	281	231
4 to 9 days	46	31
10 days or more	22	11

What did we learn?
- Both system-wide and school-specific professional development (e.g. Nonviolent Crisis Intervention training; PBIS inservices) contribute to effective implementation of PBIS.
- Direct service delivery to develop and implement behaviour plans and interventions is a necessary support for school-based staff.
- Access to School Wide Information System (SWIS) licensing facilitates the collection of behavioural data and assists in decision making about school-wide discipline and instruction of appropriate and effective behaviours.

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2012-2014 CIAF Plan - Student Support Services	F

Summarize the SMART goals and strategies planned in Student Supports, with particular reference to outcomes for students with intensive needs. Attach a full report that uses the Student Support rubric, or provide a link to it.

Each year, Student Services uses the *Student Support Services Service Delivery Model Rubrics* to select potential areas of focus. Following the rubric collation, two targeted areas identified as Emerging/Developing - Planning Processes and Support of School Personnel – were chosen as priority areas for 2012-2013.

*See Appendix A: *Student Support Services Service Delivery Model Rubrics*

Planning Processes – Pre-referral/Referral Process:
A high number of referrals for assessment and consultation are received by Student Services each school year. In 2011-2012, our focus on this area determined that the pre-referral/referral process is complex. As a result of last year's outcomes, a decision was made to continue to target this process as an area for improvement in the 2012-2013 school year with an overarching goal to improve our services to students and increase student achievement. The Division chose the Pre-referral/Referral Process as a Lean event in 2012-2013.

S.M.A.R.T. Goals:
- By June 2013, Student Services will complete a review of the pre-referral/referral process using the Lean methodology.
- By June 2013, as a result of the outcomes of the Lean process, Student Services will develop a Continuous Improvement Plan to include short-term, intermediate and long-term goals to strengthen the pre-referral/referral process.

Strategies:
- Participate in the Ministry of Education Lean training
- Gather and organize data to facilitate the Lean event
- Complete a Lean Value Stream Mapping Event in February 2013
- Analyze issues identified through the Lean event process and develop solutions to determine improvement opportunities

Support of School Personnel:
Although there are many professionals and support staff that provide support to students with intensive needs, student services teachers and educational assistants are closely connected to these students and have unique roles in schools. Clearly articulated roles and responsibilities for student services teachers and educational assistants will result in better service delivery and increase student achievement.

S.M.A.R.T. Goal:
- By June 2013, the Division will review the roles and responsibilities of educational assistants and student services teachers.
- By June 2013, the Division will develop guidelines and role descriptions for education assistants and student services teachers.

Strategies:
- Consult with educational assistants and student services teachers regarding their roles and responsibilities
- Develop a manual to support the work of educational assistants
- Revise the Student Services manual to reflect guidelines and role descriptions for educational assistants and student services teachers
- Determine professional development and training needs for educational assistants and student services teachers

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- Communicate guidelines and role descriptions to Division personnel as appropriate
- Collaborate with Human Resources regarding orientation, training and/or professional development for educational assistants and student services teachers

Results of 2011-2012 CIAF Plan – First Nations & Métis Outcomes	G

Report on the results of last year's plan and the strategies undertaken to improve achievement.

Outcome: Self-declared First Nations, Métis and Inuit student achievement rates improve in all academic areas

Strategies to achieve this outcome included:

- Ensure assessments and instructional practices are culturally relevant and responsive - The First Nations and Métis Education Action Plan outlines strategies to ensure assessments and instructional practices are culturally relevant and responsive. Specific actions include:
  - reviewing student assessments on a regular basis to address cultural bias;
  - disaggregating student assessment data into sub-population groups for informed decision making;
  - collecting and analyzing data regarding graduation rates, retention and progress of all FNM students;
  - ensuring students are provided with appropriate educational programs and services to ensure high levels of student achievement and academic success;
  - providing a wider range of program and extra-curricular options;
  - building partnerships with First Nation education authorities, including Bands, Tribal Councils, and community programs and the Treaty 4 Student Success Program;
  - targeted initiatives through the Ministry of Education's First Nations/Métis Student Achievement Fund; and
  - reviewing and enhancing Grades 4, 7 and 10 Math and Science assessments to ensure inclusion of Aboriginal knowledge and Treaty learnings.
- Engage students in First Nations and Métis inquiry-based learning opportunities to learn about First Nations and Métis worldviews in relationship to the land
  - In 2011-2012, five PVSD schools completed TreatySmarts/ArtsSmarts projects based upon the Treaty relationship. The school and community-based artistic ventures included the exploration of the meaning and construction of a sacred circle, the creation of a pottery sign celebrating the contributions of Settler/First Nations people to the land, and the gifts of Mother Earth commemorated in a fabric mural.
  - "Kitoskâyiminawak Pîkiskwêwak: Our Young People Speak: The Leadership Edition" was a Grade 10 project that involved two PVSD schools and three First Nations schools in 2011-2012. This year long leadership literacy project included collaboration among five teachers and utilized specific strategies and teaching practices to improve literacy. The students met, photographed, and interviewed First Nations and Métis leaders within their communities. A First Nations journalist and a digital photographer supported and shared their expertise with the students and teachers throughout the year. Professional development opportunities, technical assistance, sub coverage, and equipment were provided to all schools. The culminating book, named by a Cree Elder from Ochapowace, was provided to all Treaty 4 and PVSD schools and Elders, as well as many educational partners (Treaty 4 Student Success Program, Regina Catholic Schools, the University of Regina, File Hills Employment Agency, the Province of Saskatchewan and the Ministry of Education.) In addition, the book is available on-line and an educator handbook is in progress to support curriculum outcomes at Grades 6-12 in ELA, Social Sciences, and many other subject areas.
- Involve Elders, educational coordinators, First Nations and Métis Advisory Council, and Treaty 4 Student Success Program in supporting students, families and the educational program
  - In 2011, eight Treaty 4 Elders and resource people participated in an Office of the Treaty

Commissioner/PVSD in-service on the history of the Treaties. The resource people were provided with a Treaty kit and added to the Elder database for PVSD. Several of the Elders have been involved with subsequent projects, schools, and meetings within PVSD.

- o Since 2008, the PVSD First Nations/Métis Advisory Council (FNMAC) has been involved in educational programming and this committee has provided feedback to the Director, the Board and the Superintendents in the actualization of the First Nations/Métis Education Action Plan.
- o Upon the establishment of the Treaty 4 Student Success Program in 2010, PVSD has supported this program with a seconded employee. A common work plan was established in 2011-2012 to provide support for division and school based staff. Shared resources, services, professional development, and regular communication formulate the work plan. This work continues in 2012-2013.
- Implement First Nations and Métis Education Action Plan
  - o In 2010, senior staff developed a First Nations and Métis Education Action Plan that outlines specific actions to support the achievement of First Nations/Métis students. The action plan is reviewed three to four times a year and specific deliverables are measured. Examples of the deliverables include: the construction of a cultural room at Bert Fox, involvement of secondary institutions to support student career planning, and Cree language programming.

In point form report on progress and results of any FNMEAF projects.

- The 2011-2012 First Nations and Metis Education Achievement Fund (FNMEAF) project focused on reading and writing proficiency at the Grade 10 level in two Prairie Valley schools and three First Nations schools
- Reading and writing proficiency improved in finding main idea and details, inferencing, connecting and evaluating, and comprehension (Data Source: RAD/OCA)
- Shared professional development for Project CRISS (CReating Independence through Student owned Strategies) was provided for all Grade 10 teachers involved in the project
- Student mentorship and role models were established (journalist, Elders, community leaders, professionals)
- Culturally relevant materials and instructional resource supports were created
- Published "Kitoskâyiminawak Pîkiskwêwak," which is a book researched and written by students in Balcarres Community School, Bert Fox Community High School, Chief Kahkewistahaw Community School, Cowessess Community Educational Centre and Kakisiwew School (Ochapowace First Nation)
- Recognized Aboriginal traditional knowledge by connecting students with First Nations and Metis leaders in their communities
- Active school and community engagement occurred by collaborative planning with the schools
- Copies of the published book were shared physically and electronically with community members, students, educators, and educational stakeholders across the province
- Copies of the published book and educator's handbook were posted on Prairie Valley School Division's internal website for use on interactive whiteboards

2012-2014 CIAF Plan - First Nations & Métis Outcomes	H

List the SMART goals and strategies planned to increase achievement of FN & M students. Append a copy of your FN & M Education Plan, guided by "Inspiring Success" to the end of this report, or provide a link to the file.

The Prairie Valley School Division First Nations Metis Education Plan (FNMEP) aligns with the four policy goals of the *Inspiring Success: Building Towards Student Achievement* (2009) document.

1. Equitable outcomes for First Nations and Métis learners.
2. All learners to have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan.
3. Data collection and reporting on measures outlined in the Ministry's First Nations and Métis Education Policy Framework that demonstrate accountability towards improved educational outcomes.
4. Shared management of the provincial education system by promoting and sustaining partnerships with First Nations and Métis peoples at the provincial and local level.

The complete FNMEP is attached to this document and identifies the goals and strategies planned to increase achievement of First Nations and Metis students in Prairie Valley School Division. (See Appendix B: *FNMEP*) The document is posted at:

http://www.pvsd.ca/Publication/PlansReporting/Pages/default.aspx?RootFolder=%2FPublication%2FPlansReporting%2FInstruction%20and%20School%20Operation%20Reports%2FFirst%20Nations%20and%20Metis%20Education%20Plan&FolderCTID=0x01200005ACD1886EDC3C40801ED03CED5B2415&View={133EEE3F-1147-4DC6-9E9D-DF6209B0BB06}

Or visit www.pvsd.ca and click on "Publications," then "Plans & Reporting," then scroll to the bottom of the page and click on "First Nations and Metis Education Plan."

Summarize upcoming plans for your FNMEAF projects.

On June 30, 2012, an expression of interest was submitted to the Ministry of Education to apply for funding from the First Nations and Metis Education Achievement Fund. Four projects were submitted and approved. The projects are listed below and will be implemented over a three year period beginning in 2012-2013.

Project # 1 Title: Early Literacy Targeted Support

S.M.A.R.T. Goal: 100% of the self-declared First Nations/Métis Grade One students in Balcarres and Fort Qu'Appelle Elementary will be reading at developmentally appropriate levels by the end of 2012-13.

Strategies:

- Early literacy teacher hired for targeted support at schools
- Early literacy support and professional sharing with Okanese Learning Centre, Okanese First Nation and Tatanka Najin/Standing Buffalo schools
- Family literacy nights held in each community (3 times a year)
- Research-based strategies utilized (culturally relevant materials, connections to community, *Aski and Turtle Island* electronic resources)

Project # 2 Title: Kitoskâyiminawak Pîkiskwêwak: Our Young People Speak – Phase II

S.M.A.R.T. Goal: 55% of self-declared First Nations/Métis Grade 11 students in Balcarres and Bert Fox (not on Personal Program Plans or Individualized Outcomes) will achieve the 'beginning to meet or better' scores in the R.A.D. Assessment in June 2013. (R.A.D. = Reading Assessment District)

Strategies:

- Targeted Project C.R.I.S.S. writing strategies in Grade 11 English Language Arts
- Engagement with First Nations/Métis leaders and resource people in the local community
- Publication of professional resource, based on Grade 11 ELA Themes and Outcomes, with a First Nations/Métis focus

Project # 3 Title: Middle Years' Engagement & Support

S.M.A.R.T. Goal: For the period of February 2013 to June 2013, while supports are being implemented, the average monthly rate of absenteeism for Self-Declared FNMI students will improve to a rate of 10% or less.

Strategies:

- Middle Years' Advocacy Elder/Resource Person hired for targeted support at the schools (attendance, relationship builder, community connections, family/home liaison, etc.)
- Meet with Balcarres, Bert Fox, Standing Buffalo and Fort Qu'Appelle Elementary administrators to determine focus and areas of support

Project # 4 Title: Career Exploration Planning Program

Strategies:

- Develop a First Nations/Métis Career Exploration program
- Career counsellors meet with all Grade 12 First Nations/Métis students to identify career paths

Other Literacies	I

Literacy involves far more than reading. Outline some actions you are implementing in order to provide for a rich and broad mastery of other literacies (for example: scientific, economic, physical, health, aesthetic, and cultural).

Aesthetic/Cultural Literacy

Prairie Valley School Division is committed to aesthetic and cultural literacy and is in a process of continuous improvement to improve opportunities to engage students in the Arts. Some examples of Prairie Valley School Division's current Arts activities are listed below.

- On May 4, 2013, Prairie Valley School Division hosted an Arts Showcase, including a Division Honour Band, at the University of Regina. The purpose of the event is to showcase and promote all four strands within the Arts Education curriculum. This is the third year that Prairie Valley has hosted a Division arts event to promote the arts.
- Students participate in many performance opportunities throughout the year such as band festivals, community music festivals, and drama festivals.
- The band program is offered in 35 schools and has a total enrollment of approximately 1000 students. Enrollment in the band program has increased by 15% since 2009.
- Fourteen out of eighteen Prairie Valley high schools currently offer more than one Arts Education course option. Small rural high schools tend to have a small range of options for electives.
- In the 2012-13 school year, Prairie Valley Arts Education students participated in the following community-

based programs: Prairie Valley Division Honour Band and Arts Showcase, Organization of Saskatchewan Arts Councils (OSAC) school performances, LIVE Arts at the Legislature, Arts Smarts and Treaty Smarts grant projects, JUNOs "Guitar Jam" and "Sound Advice" Educational Workshops, Saskatchewan Community Music Festivals, Saskatchewan Drama Festivals, and the Downtowners Optimist Band Festival.

- In the 2012-13 school year, Prairie Valley School Division arts education and band students performed at a variety of events both locally, provincially, and nationally.
- From 2010 – 2012, several new student and teacher resources were purchased for elementary and middle years Arts Education, including three complete world drumming kits, music rhythm instrument kits for every school, and books and CDs to be used in the classroom.

In 2012-2013, the Arts Education consultant conducted a review of both curricular and extra-curricular offerings for the arts and developed a proposed action plan to continue to promote and improve the opportunities for all students to engage in the arts. Three main goals have been identified for Arts Education in Prairie Valley School Division:

1. Improve Arts Education programming for students at the elementary and middle years levels.
2. Improve and increase Arts Education credit course offerings for students at the high school level.
3. Foster innovative community and school partnerships in order to enrich Arts Education experiences.

Scientific Literacy

Outcome: Students are achieving developmentally appropriate outcomes in science

Performance Measures	Baseline 2011-2012	Target 2011-2012	Improvement Over Last Year?
Science Assessment – Life Science Strand Grade 7	84%	85%	⇧
Data Source: Life Science Strand (PVSD Assessment)			

- In 2010-2011, the Prairie Valley School Division Life Sciences Assessment was developed and piloted in Grade 7 classrooms. Teachers use this formative assessment tool to determine next steps for instruction in the life science strand of the sciences curriculum. The assessment results were used to establish a baseline and a target of 85% was set.
- In 2011-2012, the second year of implementation, the assessment tool was implemented across the Division in Grade 7 classrooms. Assessment results improved from the baseline established in 2010-2011 and are very close to meeting the target. The 2011-2012 results, in the table above, represent 593 students in Grade 7.
- In 2012-2013, other actions in the Division to implement a rich and broad mastery of scientific literacy include:
  - Development of pre/post Life Science assessments for Grades 3 – 9;
  - Development of a Foundations of Scientific Literacy document for grades 4-9 science in collaboration with the Ministry and other school divisions with a focus on a balance between process, content, and the importance of scientific literacy to developing understandings about the natural and constructed worlds through science education;
  - Participation in school-based, regional, and national Science Fairs;

- o Participation in Envirothon, Cardboard Boat Challenge, and Agriculture in the Classroom's "Little Green Thumbs"
- o Encouragement of students and teachers to explore technological literacy and the connections to science through the use of SMART Board interactive lessons, the use of sensors and interfaces (Vernier probeware), and computer software specific to science instruction such as digital microscopy (Applied Vision 4).

Treaty Literacy

OUTCOME: All students demonstrate improved knowledge and understanding of First Nations, Métis and Inuit histories, cultures, world views and ways of knowing

Performance Measures	Baseline Data 2010-2011	2011-2012 Target	Actual 2011-2012	Provincial Average	Above/Below Provincial Average
Grade 7	59.9%	85%	65%	56%	⇧
Data Source: Treaty Essential Learning Survey					

Strategies to achieve this outcome included:

- Continue to align Treaty education to existing initiatives and priorities by implementing the Treaty Education Action Plan
  - o The 2009-2012 PVSD Treaty Education Action Plan outlines on a three year plan: Assessment of Treaty Capacity (2009-2010), Treaty Action (2010-2011), and System Wide Treaty Capacity Building (2011-2012). During this time frame, progress was made in professional learning, assessment, school resources, curriculum and community connections, and direct service delivery. Over 100 teachers were provided with at least two Treaty in-services, all Treaty kits were updated, a Treaty Catalyst teacher was established in each school, a Treaty Elder in-service was held, several locally based resources were created, common PVSD Treaty assessments were developed, and numerous school-community connections were made during ArtsSmarts/TreatySmarts projects.
- Develop and implement value-added Treaty Essential Learnings authentic assessment tools for Grades 4 and 10
  - o In 2011-2012, a Treaty Assessment plan was developed to focus on PVSD Treaty assessment at the Grades 4, 7, and 10 levels. The Grade 4 assessment, based upon the K-3 Office of the Treaty Commissioner resources, was reviewed by educators, refined, and piloted in three Prairie Valley schools. Language, syntax and placement of visuals were reviewed and adapted as necessary. A division wide assessment will occur in 2012-2013. A Grade 10 assessment was developed with input from senior social science teachers with plans to refine and pilot in 2012-13.

Briefly describe your involvement with any initiatives that are funded by the Literacy Office, including any results and attach any reports about the projects in your division, or provide a link to them.

N/A

Improved Transitions Including Increased Graduation Rates	J

List specific strategies that support the progress of students into, through and beyond your Division. How will you evaluate your progress?

A significant number of strategies to support improved transitions through and beyond the Division are in place. Examples are listed below.

Outcome: Prekindergarten and Kindergarten students demonstrate improved readiness to learn

- See *Section R: Early Childhood Education* within this document. (p. 31)

Outcome: Students transition successfully from Grade 8 to Grade 9

- Engage administrators and teachers in collaborative processes to effectively plan for student transitions from: grade to grade; teacher to teacher, and; school to school where applicable such as: development of appropriate plans made in late spring to accommodate student transitions; collaboration about student placements, student data sharing, supports needed and plans for monitoring transitions; and student services teams meet with teachers within their schools or with student services teams from sending or receiving schools to plan for transitions for students with diverse and intensive needs.
- Provide students with assistance and supports for transitions between programs and schools - Transitions from middle years to high school may include the following activities: participation in activities throughout the year between next year's receiving school and the sending school; spring school tours; orientation presentations and activities; school administrators addressing the in-coming students regarding expectations, activities available, course delivery; orientation activities; mentorship programs between new students and senior students; meetings with student services teams to discuss individual student transitional needs; participation in a regular high school class, and/or participation in a high school event; and student orientation packages.
- Use parent information materials and sessions to support student transitions - To provide for transition to the senior levels, a parent handbook, entitled *Looking at Life Beyond High School: A Career Planning Resource for Parents and Guardians of Teens (http://www.pvsd.ca/ProgramsServices/CareerServices/Pages/default.aspx)*, was posted online and followed by a series of Parents as Career Coaches informational meetings which discussed post-secondary opportunities. Grade 9-12 students and their parents are invited to attend evening meetings across the school division in semester one to discuss post-secondary opportunities. In semester two, parents are invited to attend course selection informational meetings to help parents and students better understand the senior level credit system.

Outcome: Students transition successfully from high school into post-high school opportunities

- Review career counselling service delivery - Career counselling is delivered by both school-based Career Counsellors and Itinerant Career Counsellors. While their main focus is working with students in grades 10-12, they also share their expertise with teachers and students at the middle level in the areas of career education and course selection.
- Review and update Career Development Action Plan - Since 2006, Prairie Valley School Division has utilized a Career Development Action Plan (CDAP). Within the CDAP there are numerous outcomes articulated as well as a variety of strategies to support the success of reaching these outcomes. These four broad outcomes include: (1) First Nations, Métis and Inuit Students transitioning into Prairie Valley schools feel welcome and achieve success; (2) Middle years students transition successfully into secondary programs; (3) Students transition successfully from high school into post-high school opportunities; (4) Development of standardized course selection opportunities and processes.
- Continue with action plan on Transitions to Work - Continued exploration of the feasibility for a

Regina and District Industry Education Council to provide opportunities for students to access information about potential career choices through partnerships with businesses including professional placements along with the more traditional skilled trades placements.

- Continue to promote participation in Career Fairs - Prairie Valley high school students attend a variety of career fairs with the most prominent being Stepping Stones for Grade 10 students, Prairie Valley Career Fair for Grade 11 students, and University of Regina See Your Future Fair for Grade 12 students. As well, students attend a variety of specific college informational sessions both at Prairie Valley schools and at institutions offering post-secondary courses.

Outcome: High school completion rates improve for all student groups

- Use high school credit recovery/rescue programs to support students who are at risk for not completing course requirements - Credit recovery/rescue is a strategy or intervention to "recover" credit for a course in which a student is not experiencing success or is at risk of not completing the course requirements. Work in 2011-2012 focused on developing consistent processes and strategies and development of division-wide Credit Recovery Guidelines. In 2012-2013, schools will collect data to track the numbers and outcomes of students participating in credit recovery programs.
- Provide equitable, responsive and relevant programming that reflects student interests and needs -
  - Course content is key to student engagement, attendance and ultimately, to success in graduating. For the past two years, a common course selection process has occurred across the division. A course interest survey provided students in each school with the opportunity to identify the courses that were of the most interest to them. Students, parents and school community councils also had input. The results are used to develop program options for the coming year. Particularly for our smaller high schools, the interest survey helped direct the courses that would be offered through magnet programming. Last year, a common registration form and secondary course planning booklet were also introduced.
  - In 2012-2013, a course planning module was implemented through Career Cruising. Where interests cannot be met through school or magnet programming, students are also provided the opportunity to acquire credits through supervised Distance Learning as well as take advantage of the U of R Accelerated Program which provides Grade 12 students the opportunity to take a first-year university class and earn a special project credit as well as a first year university credit. In 2011-2012, 27 students accessed English 100 at Greenall and Grenfell High Schools and five other Prairie Valley students accessed Psychology 100 or Business 100 in Regina.
  - In 2011-2012, there was an increase in student interest in the Saskatchewan Construction Association's six week summer internship program. This program provided entry level skills and job placements to twelve Prairie Valley students within the Apprenticeship program.
  - In 2012-2013, Prairie Valley increased the number of seats, from eight to thirteen, with the Regina Trades and Skills Center (TASCAP) which offers programming for Grade 11 and 12 students interested in fast-tracking their way to a trades career in Construction or Culinary Arts. In 2013-2014, due to the high student interest in the TASCAP program along with the cooperation and support of Regina Trades and Skills and Habitat for Humanity, it is a Prairie Valley TASCAP program be established in Fort Qu'Appelle.
- Develop and focus partnerships with other agencies to reduce barriers and enhance new learning opportunities - Community NetWorks is a partnership with Prairie Valley, Regina Public and Regina Catholic School Divisions which focuses on building and maintaining connections between the education and business worlds.
- Upon the establishment of the Treaty 4 Student Success Program in 2010, Prairie Valley School Division has supported this program with a seconded employee. A common work plan was established in 2011-2012 to provide support for division and school based staff. Shared resources, services, professional development, and regular communication formulate the work plan.
- A SIAST Articulation Agreement for commercial cooking has been established. Students taking

commercial cooking courses are able to simultaneously earn credits at SIAST in their commercial cooking course.

- Prairie Valley School Division is a member of the University of Regina Transitions Committee, along with Regina Public and Regina Catholic School Divisions. Together, the School Division works with the University to ensure students who choose to attend the University of Regina have a smooth transition experience.

How will progress be evaluated?

Performance Measures	Baseline Data 2010-2011	Target 2011-2012	Actual 2011-2012
Grade 12 completion rate (all students eligible to graduate)	92%	100%	90%
Date Source: Prairie Valley Student Information Record System (SIRS			

- In Prairie Valley School Division, the graduation rate of 90% for 2011-2012 declined slightly from the 2010-2011 baseline rate of 92%. There were a number of students who were identified as eligible to graduate (determined at the start of the year based on their enrolment) who did not graduate at the end of the 2011-2012 school year as planned. Schools will encourage students to return to school to continue their studies and to complete their graduation requirements. Student engagement and attendance are crucial to increasing persistence rates and efforts will continue to provide a range of elective course options and extra-curricular opportunities available to students.

Performance Measures	Baseline Data 2010-2011	Target 2011-2012	Actual 2011-2012
Students who started Grade 10* and graduated within 3 years	**80% (Provincial Average = 72.3%)	100%	81% (Provincial Average = 74%)
Date Source: Ministry of Education Discoverer Database			
*Those enrolled in a regular Grade 10 program for the first time and registered in two or more courses (marks required). **Students who started Grade 10 in 2008-2009 and graduated in 2010-2011.			

- In 2011-2012, Prairie Valley School Division's three-year persistence rate, as per the Ministry of Education Discoverer Database, show that 81% of our students graduate within three years of entering Grade 10. This is above Provincial persistence rates which show 74% of Saskatchewan students graduating within the traditional three-year period. Prairie Valley continues to monitor, support and encourage students to complete their schooling, within the traditional three years of starting Grade 10 and beyond. Focusing on student attendance and engagement, as well as offering wide range of elective courses and extra-curricular opportunities, may assist students to improve three-year persistence rates.
- Prairie Valley has a further focus on narrowing the gap for First Nations and Métis students' three-year persistence rate of 50% was significantly above the Provincial average of 35%, however, it is significantly below the division average.

Digital Fluency and Improving Student Outcomes	K

List specific actions designed to enhance student digital fluency and improve outcomes as a part of appropriate and engaging learning activities. What will success look like?

Prairie Valley School Division strives to seek balance between ensuring students are fluent in handling complex issues with appropriate 21st century tools while at the same time ensuring teachers have appropriate technological literacy skills.

Some examples of Prairie Valley School Division's current technology activities are listed below.

- Development of a Prairie Valley School Division Technology Roadmap to guide the progress of technology from 2011 – 2014
- Development of a SMART Technology Training Plan – 30 teachers were SMART Certified and provide leveled training and support for learners
- Development of a Curriculum-Technology Connections document for ELA, Math, and Science
- Direct Service Delivery in the area of instruction technology is focused on mentoring teachers and students in a TechQuest structure in which both teachers and students are engaged with technology in and outside of the classroom to achieve outcomes by using technology
- Assistive Technology support
- Subject area/software support – Prairie Valley School Division provides schools with a number of software applications for a variety of subject areas such as: ELA software (Learning A-Z, RAZ Kids, Book Flix); Math software (Mathletics, SMART Notebook Math Tools, Geometers Sketchpad, TI Graphing Calculators); Science (Probeware, Starry Night, Kenavision Document Cameras); Social Studies (Culture Grams, World Game); PAA (Autodesk Design Academy, Career Cruising, Simply Accounting), PE (Heart Rate monitors)
- Implementation of laptops for teachers
- Development of new consistent division wide hardware standards

What will success look like?

Success in digital fluency is measured in a variety of ways and described below.

- Improved Attendance Rates – Students that are engaged stay in school. Technology, for some students, is extremely motivating and while it is difficult to make a direct connection to improved attendance rates, it may be a contributing factor.
- Improved Student Achievement – The system assessments administered in Prairie Valley School Division are aligned with curricular outcomes. The use of technology is targeted towards achieving curricular outcomes.
- Improved Technology Skills for Teachers – In 2012, a technology survey was developed and administered. In total 132 teachers responded and completed a self-assessment about their technology skills. The results indicated: Level 1- 58%, Level 2- 27%, Level 3- 14%. The survey will be administered again in 2013.

Healthy, Active Students	L

List specific actions designed to improve the health and physical well-being of your students.

- To address the necessity of education to consider the needs of the whole child, Prairie Valley School Division is promoting the Feed Your Brain (FYB) initiative within schools. This initiative promotes the use of healthy snacks to increase energy and sustainability throughout the school day which in turn promotes student alertness and attention to task. SCC's are supporting this successful endeavor by supplementing students who encounter limitations in participating in this initiative.
- Prairie Valley School Division recognizes the need to provide opportunities for all students to engage in extra-curricular physical activities. The Division monitors the types of activities that schools offer to identify the areas that do need to increase the effectiveness of the programming.
- Recognizing the need to increase students' competence and confidence in all areas of activity, Prairie Valley School Division is creating and distributing Fundamental Movement Skill posters to all schools, with clear indicators of performance cues. This will increase the levels of physical literacy in our educators and will create this literacy and skill transfer within our students to encourage increased activity participation.
- Prairie Valley School Division has continued to increase exposure to all areas of activity that promote physical wellness in students through the encouragement and support of outdoor pursuits in elementary schools. Providing outdoor equipment and professional development to educators, has increased participation in activities such as snowshoeing, cross country skiing, winter geocaching, quinzee building, winter camping, and outdoor survival skills. Because of this increase in involvement in outdoor pursuits, 3 elementary schools have received archery grants to purchase archery equipment. This is in addition to the 6 schools who have already achieved this funding grant within the last two years.
- Prairie Valley School Division continues to support and develop physical activity and its relationship to 21st century leaning through the use of heart rate monitors and advanced resistance training rooms within high schools to support curricular outcomes, support extra-curricular development, and to increase the healthy and active lifestyles of both students and staff within the Division.
- Two locally developed courses, Active Living and Fitness Leadership 20 and 30, also serve to healthy, active living that meets the interests and needs of our youth in the area of physical education, health education, health promotion and active living.

Shared Understanding of the Curriculum	M

In point form, list strategies, resources and PD planned to advance a common and accurate understanding of the curriculum. Evaluate your division's progress in achieving this goal.

- Subject area consultants provide Direct Service Delivery support for each subject and focus on curriculum, instruction, assessment, resources, and professional development.
- In order to ensure a shared understanding of the curriculum, a baseline of curriculum understanding was established in June, 2012 by administering a curriculum survey to Grades 1 – 9 teachers. The survey focused on curriculum, instruction, assessment, and professional development needs. The results of the survey provided direction for curriculum planning and supports for 2012-2013. The survey indicated that more focus on health, physical education, and social studies was required. The survey will be administered again in June, 2013 and the Division's progress will be evaluated.
- Unit and lesson planning templates have been developed following a Backwards Design model (Stage One: Determine the Desired Results; Stage Two – Assessment Evidence; Stage 3 – Learning Plan). The planning templates align with renewed curriculum and are used by consultants during Direct Service Delivery support and by teachers for planning.

- Professional development is provided during Institute Days and at other professional development sessions scheduled throughout the year. See "Improved Instruction" section below for specific sessions provided.
- The implementation of the senior mathematics courses required additional staffing in order for small rural high schools to implement all courses.
- Resources are purchased annually to align with renewed curriculum and to replace outdated print materials. An example of centralized resource purchases are provided in the chart below.

Centralized Resource Purchases for 2011-2012	
Subject Area	**Resource**
Arts Education	Arts Education Resources (Grades 1 - 9)
English Language Arts	ELA A10, B10
Mathematics	Math Manipulatives (Grades 11 and 12)
Mathematics	Foundations of Mathematics 30
Mathematics	Workplace &Apprenticeship Math 30
Mathematics	Pre-calculus 30
Mathematics	Calculus 30
PAA	Equipment For Communication Media
PAA	Equipment For Photography
Science	Secondary Science Textbooks Update
Social Studies	Social Studies (Grades 6 and 7)
Centralized Resource Purchases for 2012-2013	
Subject Area	**Resource**
ELA/Science/Social Studies	Integrated purchase (Grades 1 and 2)
English Language Arts	ELA 20
PAA	Carpentry and Construction Resources
Physical Education	Heart Monitor Straps (Grade 9)
Science	Senior Science Pilot

Improved Instruction   N

List specific actions designed to improve instruction across your division with all students. Evaluate your division's progress in using effective instructional strategies.

- Accurate assessment practices ensure data is used to make decisions about goal setting for school-based Learning Improvement Plans and data is used in a formative manner.
- Teacher understanding of data driven decision making is area of continuous improvement.
- Analyzing assessment data to determine gaps has been effective.
- Direct Service Delivery - To achieve "Learning for All", a model of Direct Service Delivery was implemented in 2009-2010. The process begins with each school in the Division examining data specific to their school and identifying areas to target for learning improvement in a Learning Improvement Plan. Direct Service Delivery is a model where by specialists and resources in math, language arts, science or libraries, are targeted to individual school needs, giving support where and when it will do the most good. Often the support provided directly to teachers involves a focus on

instructional strategies.
- Effective home/school relations
- Professional development opportunities to improve instruction are provided at Division Institute Days, during school-based and regional collaborative planning, and at other professional development sessions scheduled throughout the year.
- Examples of Institute Day sessions include:
    o Daily Five in Grades 1-3 Classrooms
    o Fountas and Pinnell Benchmark Assessment Training Session
    o Using SMART Boards in the Middle Years Science Classroom
    o Probeware 101 – A Session for Beginners and Refreshment!
    o Differentiation - Learning For All Students (Elementary)
    o Differentiation - Learning For All Students (High School)
    o Using Fountas and Pinnell Data to Differentiate Instruction
    o Readers Make Leaders
    o Authentic Outcome Based Assessment Rubrics
    o Pimâtisiwin: Circle of Life Teachings
    o Understanding Behavioural Disorders and Adapting for Success in the Classroom
    o Guided Math
    o Understanding the Brains of Challenging Students
    o Engaging The Student Brain: Differentiated Instruction In The Elementary/Middle Level Classroom
    o Impacting Student Achievement @ Your Library
    o Language and Literacy: The Connection
    o Strategies for Teaching Gifted and High Achieving Students
    o Project CRISS
- In 2012-2013, regional and school-based collaborative planning opportunities were scheduled in the Division school year calendar on August 30, October 26, and February 1.
- Other professional development sessions are provided in a number of ways throughout the year such as:
    o SMART Trainers - 30 teachers have been trained to become certified SMARTboard trainers and they provide support directly in classrooms to model and assist colleagues to incorporate technology into instruction.
    o Project CRISS Level 1 training – approximately 81% of Grades 6 – 12 teachers have received Level 1 training
    o Workshops coordinated with other school divisions and the Ministry such as the Annual Teacher Librarian Workshop (planned collaboratively with Prairie Valley, Regina Public, and Regina Catholic) and the Power of 10 mathematics workshops offered in March, 2013 (planned collaboratively with Prairie Valley, Regina Public, Regina Catholic, and the Ministry)

Prairie Valley School Division

Improved Student Assessment	O

List specific actions designed to provide fair, valid and reliable assessment across your division with all students. List system assessment instruments that will be used to monitor student learning. Evaluate your division's progress in using assessments to improve student outcomes.

- The system and Ministry assessment instruments that Prairie Valley School Division is using to monitor student learning is summarized in the charts below. The assessments were carefully chosen and provide data for: the Division to measure progress towards achieving targets identified in the strategic plan; for goal setting within the school Learning Improvement Plans; and formative assessment information to inform instruction directly in the classroom.

2011-2012 Assessments												
Grade Levels												
	K	1	2	3	4	5	6	7	8	9	10	11
Fountas & Pinnell		•	•	•	•	•	•	•	•			
RAD/OCA							•	•	•	•	•	
Math Number Pre/Post				•	•	•	•	•	•	•		
Science Life Science								•				
AFL Writing						•			•			•
EDI	•											
Treaty Essential Learnings								•				
Effective Schools Survey					•	•	•	•	•	•	•	•

2012-2013 Assessments													
Grade Levels													
	PreK/K	1	2	3	4	5	6	7	8	9	10	11	12
Fountas & Pinnell		•	•	•	•	•	•	•	•				
RAD/OCA							•	•	•	•	•		
Math Number Pre/Post				•	•	•	•	•	•	•			
Life Science Pre/Post								•					
PVSD TELs					•								
Ministry TELs								•					
EYE	•												
Tell Them From Me					•	•	•	•	•	•	•	•	•
Effective Schools Survey	Parent Survey												

2013-2014 Assessments*													
Grade Levels													
	PreK/K	1	2	3	4	5	6	7	8	9	10	11	12
Fountas & Pinnell		•	•	•	•	•	•	•	•				
RAD/OCA							•	•	•	•	•		
Math Number Pre/Post				•	•	•	•	•	•	•			
Life Science Pre/Post								•					
PVSD TELs					•								
Ministry TELs								•					
EYE	•												
Tell Them From Me					•	•	•	•	•	•	•	•	•
Effective Schools Survey	Parent Survey												
*Pending development of 2013-2014 Strategic Plan													

Improving Instruction and Increasing Learning Through the Use of Data	P

Use of reliable and valid data can improve student achievement. List actions you are taking to assist your teachers in using data appropriately.

The process of improving instruction and increasing learning through the use of data has required strategic implementation over the past several years. The process can be best explained by dividing the implementation process into three phases.

- Phase One: Selection and Implementation of Assessments
  The process began with the implementation of formative assessments that would provide reliable and valid data. It was important that the data could be used in a formative manner to provide a better understanding of the achievement level of individual students and this information would inform instructional practices.

- Phase Two: Data Analysis
  Data is analyzed in a variety of ways in Prairie Valley School Division. At the school level, school administrators receive Statistical Analysis Booklets that are organized around four quadrant data (achievement, attendance, attitude, behaviour). The data is analyzed and used to develop the goals and strategies for the school Learning Improvement Plans. Teachers have opportunities to meet in both school-based and regional-based collaborative groups (PLCs) to review and discuss data together and plan for next steps.

  At the Division level, achievement data is analyzed using Laura Lipton and Bruce Wellman's model for data analysis by focusing on five causal factors. The key questions during the data analysis are, "Why did we get these results? What caused these outcomes?" The five causal factors are:

  1. Curriculum – Design and implementation
  2. Instruction – Methods, materials, and resources
  3. Teachers – Knowledge, skills, and dispositions
  4. Students – Knowledge, skills, and dispositions
  5. Infrastructure – Schedules, programming, and resources

  This process provides an organized manner in which to better understand the results and provide targeted support.

- Phase Three: Using Data to Inform Instruction
  Using the data to inform instruction on a consistent basis is the most difficult aspect of the phases. In 2013-2014, this will be the focus. Specific actions to assist teachers in using data appropriately have included:
  o using system assessment data to establish goals within each school's Learning Improvement Plan;
  o working directly with teachers in the classroom, through the Direct Service Delivery model, to understand the instructional cycle (Curriculum, Assessment, Instruction); and
  o professional development sessions at Institute Days on data driven decision making.

Engaging School Community Councils in Constructing Learning Improvement Plans	Q

Active, engaged School Community Councils (SCCs) are key elements in highly effective schools. The SCC is responsible, in cooperation with the school staff, to develop and recommend to its board of education a learning improvement plan. Attach an electronic copy of every school's LIP, that has been signed by the SCC chair and the school principal, to this template. In addition, list key strategies that you have found to be effective in increasing SCC engagement.

Prairie Valley School Division's Learning Improvement Plans are aligned with the four provincial priorities as outlined in the Ministry's Continuous Improvement and Accountability Framework: Higher Literacy and Achievement, Equitable Opportunities, Smooth Transitions and Accountability and Governance. The Learning Improvement Planning (LIP) process utilized in the Division was initially introduced in August 2009. Revisions to the document have occurred but the process has been in place for four years at the end of the 2012-2103 school year.

The intended outcome of the LIP process is to support improved student learning. School administrators, in collaboration with staff and School Community Councils set goals in three of ten key areas of focus in order to improve student learning outcomes. In 2012-2013 all schools included at least one academic goal in the area of Literacy (Reading or Writing). Other goals are determined from one of the other eight areas of focus including:

- Mathematics;
- Science;
- Attendance;
- Attitude;
- Behaviour;
- Equitable Opportunities;
- Smooth Transitions; and
- Accountability and Governance.

The attached Learning Improvement Plans are current Learning Improvement Plans for the 2012-2103 school year for each of the 38 schools within Prairie Valley School Division. (See Appendix C – *2012-2013 Learning Improvement Plans*) Attached to this document is also the Prairie Valley School Division Learning Improvement Planning Final Report for 2011-2012, which was presented to the Board of Education in October, 2012. (See Appendix D – *2011-2012 LIP Final Report*)

In Prairie Valley School Division, principals are tasked with leading their staff and School Community Council members through the development process for learning improvement planning. The target is to have all SCCs authentically involved in the development and support of the school's learning improvement plan. In 2011-2012 35 of 35 SCCs reported that Learning Improvement Plans were developed in cooperation with the school staff and SCC. The level of engagement varied from joint meetings held with administrators, all staff and SCC members where data is examined in order to jointly determine and develop goals for the upcoming school year, to examining the year end data and confirming potential goal areas as suggested by the administrators and staff members.

There are some challenges faced by SCCs as they are involved in learning improvement planning. The Principal's capacity to understand and lead the process whereby SCC members are authentically engaged continues to be one challenge. Being able to engage SCC members and staff together is another issue in many communities, particularly where SCC members are employed during the regular work day and where school staff members live in surrounding communities making it difficult to engage everyone at once. Finally, some SCC members identify that while they are comfortable providing input and suggestions related to the needs and wishes of the community, they are not comfortable designing and developing LIP goals and prefer

teachers formulate the school's LIP goals.

All SCCs in the division identify that they do support their school's LIP goals. This evident in the number of SCC initiatives designed to support school Learning Improvement Plans and goals, including: Promoting parental and community support for learning; contributing resources and time to support Learning Improvement Plans; providing incentives/scholarships for student performance; organizing community events in support of school learning improvement goals and initiatives; organizing celebrations of successes; working collaboratively with staff members to enhance service delivery at school and in the community related to goals; providing feedback and community perspectives on hopes for students' academic performance and well-being; and, by communicating learning improvement goal initiatives and outcomes to parents and their communities.

Key actions that enhance, encourage, and promote School Community Council members' engagement in Learning Improvement Plans include:

- Regional School Based Administrator Meetings held in October 2012 focused on sharing how administrators can effectively involve and engage their SCCs in developing and supporting the Learning Improvement Planning process.
- The Board provides a $2000 grant to each SCC and encourages SCCs to work with the school administration to guide and support Learning Improvement Plans.
- The Board provides printed and online resources to SCC members, including an annual report on SCC activities and initiatives throughout the Division, so that SCC members can draw from other communities and examples to gather ideas and initiatives that may support their school's Learning Improvement Plan.
- SCCs meet with Board members at least twice a year on a regional basis to share learning improvement plan goals and what is working and enhance knowledge of learning improvement plan initiatives throughout the division.
- SCC members are provided with annual opportunities for professional development, training and networking with one another and with the Board. Learning Improvement Planning support is an area where targeted professional development, modeling or training is provided.
- SCCs play an integral role in the development and ongoing refinement of the Division's Strategic Plan. The Board asks SCC members to participate in consultations to develop the Strategic Plan.

Early Childhood Education	R

List specific actions designed to improve outcomes and programs in the early years. How will you evaluate progress? Attach a copy of your "School Division Prekindergarten Assessment and Evaluation Plan" to this report.

Outcome: Prekindergarten and Kindergarten students demonstrate improved readiness to learn

High quality early learning experiences support a positive transition to school for all children. Early identification, effective classroom instruction and appropriate intervention ensure that Kindergarten students are arriving at school with the skills and attitudes in place that will allow them to fully benefit from the educational programs offered at the Grade 1 level. Assessment of children's early development skills assists educators, support personnel, parents and other stakeholders to understand and respond to children's learning needs.

A significant number of strategies to support Early Childhood Education are in place. Examples are listed below.

- Research appropriate early learning assessment tools to assess the skills of children ages 3 to 6 - The Early Years Evaluation (EYE) was chosen as the tool to assess the skills of children in Prekindergarten and Kindergarten. The EYE provides a measure of each child's development for

use in the classroom and school. In addition, the data can be aggregated over time to inform program development and school division policy.

- Develop appropriate Kindergarten reporting tools that align with the Kindergarten curriculum - The Kindergarten Reportfolio was implemented in the 2011-2012 school year. The Reportfolio, which showcases the child's growth throughout the school year, consists of a report card, student work samples, parent information, attendance records and other school reports as appropriate.
- Establish an inter-professional early learning team to provide integrated supports to service delivery - An early learning team consisting of consultants, speech-language pathologists, psychologists, occupational therapists and social workers was established in 2011-2012. The focus of the team was the development of a draft Early Learning Action Plan.
- Utilize the cohort information provided by the Early Development Instrument (EDI) to work in partnership with main providers of services to children and families to examine and respond to community factors that might influence the patterns of development - EDI data was shared with the Regina and Southeast Regional Intersectoral Committees (RICs).
- Provide EDI data to school community councils and support them in utilizing this information - The Early Development Instrument (EDI) assesses children's level of development and readiness to learn in February/March of their Kindergarten year. Because the results of the EDI report outcomes on groups of children rather than individuals, there may be variations in terms of strengths and vulnerability for each cohort of children. EDI data was shared with School Community Councils to assist them in planning and sharing community responses to data trends.
- Continue and enhance support of early learning through the establishment of Prekindergarten programs, support for daycares, and partnerships with community agencies
    - Two Prekindergarten programs were added in 2011-2012. A Ministry-funded program was added at Pilot Butte and a Division-funded Prekindergarten/Kindergarten program for four and five-year-olds was established at Broadview School.
    - In 2012-2013, funding was received to pilot a PreK/K combination program in Lipton. The Ministry notified the Division the funding would not continue in 2013-2014 but on May 2, 2013, Prairie Valley School Division received notification that the Ministry is reconsidering this decision. Subsequently, on May 6, 2013, Prairie Valley School Division received notification that the Ministry will continue to fund the PreK/K combination program in Lipton for 2013-2014.
    - A project to renovate Broadview School to accommodate a child care centre began in the late spring of 2012 and the centre opened in January 2013.
    - The Ministry approved the request for the establishment of a child care center at James Hamblin School. The renovation project centre is complete and the centre is now open.
    - The Board of Education supported the establishment of child care centres in Lumsden Elementary and Emerald Ridge Elementary School which is now under construction in White City.

See Appendix E - *School Division Prekindergarten Assessment and Evaluation Plan*

See Appendix F – Core Indicators (Ministry of Education and Division Response